CCJ 1020 SYLLABUS

INTRODUCTION TO CRIMINAL JUSTICE

Course: Introduction to Criminal Justice
Number: CCJ 1020
Schedule: Tuesdays/Thursdays 9:50 A.M.–11:30 A.M. (1/8/19-05/03/19)
Term: Spring Term 2019
Credits: 3 Credit Hours
Reference#: 3183
Room: F201-Homestead Campus

Instructor Information:

- Professor Wislyn Joseph
- School of Justice
- Office Hours: By appointment only
- Phone: 305-237-8126
- Email: wjoseph1@mdc.edu

Textbook:
Author: Frank Schmalleger
Publisher: Person Education
ISBN: 9780133814361

Writing/Library Support:

Embedded Writing Support Assistant:
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Lizeth Garcia
Homestead Campus
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** You must obtain the book and read the assigned chapters prior to class in order to be able to participate in class discussions. **

Course Description:

This course will explore and define the various components of the criminal justice system. It is designed for the entry level criminal justice practitioner and beginning student interested in entering the field.
Course Competencies:

Competency I: The student will analyze the different components of the criminal justice system by:
   a. Recognizing the history, scope, legal aspects and challenges of law enforcement
   b. Identifying components of the dual court system, courtroom workgroup, and the criminal trial
   c. Comprehending the roles of the various correctional components including institutional and non-institutional

Competency II: The student will differentiate between the types of crime as defined by statutory law by:
   a. Analyzing various crime measurement tools including UCR, NCVS, and NIBRS
   b. Distinguish between property and violent crimes, focusing on differentiation of Part I and Part II crime categories
   c. Describing the significance of special categories of crime including hate crimes, white collar, gun crimes, and drug crimes.

Competency III: The student will explain the nature and purpose of law by
   a. Comparing the general categories of felonies, misdemeanors, and infractions
   b. Identifying the elements of crime including actus reus, mens rea, and concurrence
   c. Examine the types of criminal defenses including alibi, justifications, excuses and procedural
   d. Differentiate between various types of law including criminal law, statutory law, civil law, administrative law, and case law

Competency IV: The student will identify the structure and mission of law enforcement by:
   a. Differentiating between local, state, and federal agencies
   b. Recognizing the mission of law enforcement
   c. Identifying police discretion, procedural law, and ethical practices of law enforcement officials
   d. Understanding community policing in a multicultural society

Competency V: The student will identify the adjudication process by:
   a. Understanding the role of the grand jury
   b. Differentiating between the pre-trial procedures including bail hearing, first appearance, and arraignment
   c. Navigating the processes of a criminal trial from jury selection to sentencing
   d. Identifying the responsibilities of the courtroom workgroup members

Competency VI: The student will compare the various entities responsible for implementing criminal sentences:
   a. Differentiate between institutional and community corrections
   b. Identifying the goals of contemporary punishment
   c. Evaluating alternative sentencing options
   d. Comparing the purpose and major characteristics of prisons and jails

   Miami Dade College Learning Outcomes and Rationale:

Purpose: Through the academic disciplines and co-curricular activities, general education provides multiple, varied, and intentional learning experiences to facilitate the acquisition of fundamental knowledge and skills and the development of attitude that foster effective citizenship and life-long learning.

As graduates of Miami Dade College, students will be able to:

1. Communicate effectively using listening, speaking, reading, and writing skills.
2. Use quantitative analytical skills to evaluate and process numerical data.
3. Solve problems using critical and creative thinking and scientific reasoning.
4. Formulate strategies to locate, evaluate, and apply information.
5. Demonstrate knowledge of diverse cultures, including global and historical perspectives.
6. Create strategies that can be used to fulfill personal, civic, and social responsibilities.
7. Demonstrate knowledge of ethical thinking and its application to issues in society.
8. Use computer and emerging technologies effectively.
9. Demonstrate an appreciation for aesthetics and creative activities.
10. Describe how natural systems function and recognize the impact of humans on the environment.

### Learning Objectives

1. **DATA**
   a. Use data to support Criminal Justice Policy Development
2. **CULTURE**
   a. Create strategies to examine Cultural Beliefs about Right and Wrong
3. **ETHICS**
   a. Effects of Ethical Decisions on Professional Behavior
4. **COMMUNICATION**
   a. Communicating differences about Crime Control and Due Process
5. **LOGICAL REASONING**
   a. Use Logical Reasoning to Improve the Criminal Justice system

### Class Requirements

*Class Participation, chapter quizzes, written assignments (QEP), current events, and Final Examination*

For this course, you are required to complete a two (2) page ESSAY and a 3,000 to 3,500 words writing assignment. **These assignments must be typed using the APA format, 12 point font (Time New Roman) and double spaced.** You must properly cite your work using a reference sheet (s). All assignments **MUST** be your own work! Your essay is due on **Tuesday, January 15, 2019, at 9:50 a.m.** and all dates for the QEP assignments are announced on page seven (7) of your syllabus.

### ESSAY TOPIC

1. Describe your views of our Criminal Justice System. Do you believe that our criminal justice system in America has contributed to the delinquency of mankind? If so, provide supporting details as it relates to your views (pros/cons).

### Course QEP Assignments:

**QEP Writing Assignments:**

CCJ 1020 has been identified as a QEP-career-oriented program (QEP-COP) course. It is a writing-intensive course, which supports writing as a process and has writing assignments focusing on career knowledge. Students enrolled in QEP-COP courses are required to write assignments totaling 3,000 to 3,500 words that include some combination of formal and informal writing. In this course, you will be required to submit the following three writing assignments.

**QEP Assignment 1:** *What Is more important: our privacy or national security?* (1300 Words) **Value:** 25%
End-of-Course QEP Assignment 3: A suspected terrorist is arrested in connection with an imminent terror threat. A bomb has been discovered at a local shopping center. The timer shows that the bomb will detonate in 2 hours. The man in custody is believed to be the bomb maker and the only person who knows how to disable the bomb. You and your partner are brought in to interrogate the suspect. An hour passes, and you haven’t made any progress. Your partner unplugs all of the recording equipment and asks you to leave the room. Twenty minutes later the officer exits the room with the code to deactivate the bomb. You look inside the room to find the suspect unconscious and his face covered in blood. Your partner asks you to back up his story that the suspect became aggressive during the interrogation and that he was simply defending himself. There is no tape to challenge your version of the events. It would be the terrorist’s word against yours.

Would you follow your partner’s instructions? Why or why not? Be sure to include in your answer the ethical and legal consequences of your decision.

Writing Assessment Rubric for QEP Writing Assignments:

<table>
<thead>
<tr>
<th>Levels of Achievement</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Score - Emerging</td>
<td>0-40%</td>
<td>The main idea is not clear and/or the connections between ideas are hard to follow. Examples are simplistic, repetitious and/or confusing. Paragraphs are overloaded and/or underdeveloped. Frequent errors in word choice, sentence structure, mechanics, and punctuation seriously affect clarity. Writing demonstrates limited understanding of audience and purpose relative to discipline.</td>
</tr>
<tr>
<td>(2) Score - Developing</td>
<td>41-69%</td>
<td>Main topic evident but not stated. Poor organization, lack of transitions, and poor paragraph structure. Evidence presented is generally and somewhat accurate, complete, and relevant. Examples are vague and loosely connected to the main idea. Frequent sentence structure errors. Mechanical errors frequent. Some general knowledge of the subject. Theme, format, language are somewhat appropriate to the discipline.</td>
</tr>
<tr>
<td>(3) Score - Proficient</td>
<td>70-89%</td>
<td>Main topic is clear. Organization is evident, but transitions are weak. Evidence presented is accurate and relevant. Examples generally support the main idea. Sentences are usually varied and may differ in length and structure. Word choices are clear. Some mechanical errors may be present. Demonstrates general knowledge of the subject. Theme, format, language are generally appropriate to the discipline.</td>
</tr>
<tr>
<td>(4) Score - Exemplary</td>
<td>90-100%</td>
<td>Topic and main idea are clearly supported by word choice. Organization of topic is clear and concise. Information is accurate, specific, and presented clearly to topic. Details and examples relate to the topic at hand. Structure of paper and paragraph transition is concise and easy to read. Clearly demonstrates knowledge of the subject matter. Minimal sentence structure, grammar, and punctuation errors.</td>
</tr>
</tbody>
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Portfolio: You are required to upload your assignments to your Criminal Justice Portfolio in Blackboard, which serves as a repository for a number of assignments that take place during enrollment, especially for QEP-COP courses. For further directions, see the “Blackboard e-Portfolio Directions” section of this syllabus.

Integrated Academic Support Services: Academic support for these assignments is integrated on two fronts. First, to help you with the process of writing, writing support assistants are housed in the Homestead Campus Discipline Writing Lab. Second, support will be provided directly in the classroom with embedded writing support assistants and embedded librarians.

Mandatory Lab Orientation: Within the first two weeks of the term, you must attend orientation (approximately 30 minutes) in the Homestead Campus Discipline Writing Lab, location to be announced. Your attendance will be reported.

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Writing Support: For each writing assignment, support will be provided online and in person, in the classroom and in the writing lab.

1. Upload each writing assignment to Turnitin through the School of Justice Blackboard Organization.
   a. Go to www.mdc.edu and click on Blackboard.
   b. Log in with your MDC credentials.
   c. Click the Organizations tab.
   d. Enter the organization by clicking on the link. (If you do not see the link, send an email to the Writing Coach on your campus.)
2. Review the automated feedback and originality report. Revise the paper if necessary.
3. Meet with a writing support assistant in the Discipline Writing Lab. Revise the paper based on the feedback.
4. Upload your paper to your e-portfolio.

Submitting your assignments to the Writing Coach: Share your portfolio with the Writing Coach after uploading your paper. Follow the directions in the “Blackboard e-Portfolio Directions” section of this syllabus.

Submitting your QEP Assignments for Grading: The method of submission for each assignment will be the following:
1. Print the assignment and bring it to class along with a draft stamped by a writing support assistant in the lab by the due date.
2. Share your e-Portfolio with me following the directions in the “Blackboard e-Portfolio Directions” section of this syllabus. I will receive a snapshot in my email.

Blackboard e-Portfolio Directions:

How to log into the School of Justice Blackboard Organization
1. Go to www.mdc.edu and click on Blackboard. Use Firefox or Safari.
2. Log in with your MDC credentials.
3. Click the Organizations tab.
4. Enter the Organization by clicking on the link. (If you do not see the link, send an email to your campus Writing Coach.)

How to create a Criminal Justice portfolio
1. Once in the lab’s organization, click on the PORTFOLIOS button on the left navigation menu.
2. Click on “Create Portfolio.”
3. Type your name in the “Title” field.
4. Click “Select Portfolio Template.”
5. Select “MDC Criminal Justice Template” and click “Submit.”
6. Click “Submit.”

How to upload an artifact (file) to your e-portfolio
1. Once in the lab’s organization, click on the PORTFOLIOS button on the left navigation menu.
2. On the My Portfolio’s page, find your Criminal Justice portfolio and click “Edit.”
3. On the left navigation panel, find the class and the assignment you want to upload.
4. Click on the PAPERCLIP ICON in the text box under the assignment.

5. Click on “Browse My Computer” to locate your file.
6. Click “Submit.”
7. Click “Save.”

**How to share your e-portfolio**
1. Once in the lab’s organization, click on the PORTFOLIOS button on the left navigation menu.
2. On the My Portfolio’s page, find your Criminal Justice portfolio and click “More.”
3. From the pop-up menu, select “Share.”
4. Hover over “Share a Snapshot with”
   Select “External Users” if you are sharing with someone who provided an email address. Type in the email address of the Writing Coach on your campus. If required, type in your professor’s email address. Separate the email addresses by a comma. Click “Submit.”

**Writing Assignments Must be:**
1. Typed
2. Use Time New Roman, 12 point font, black (include a separate cover page and reference page for the sources used. For the cover page, please include your name, the course, the title of assignment and date.
3. Double-spaced
4. Properly cite sources that you use (APA format); i.e.:


**Articles of Current Events = 5% of grade**
Each week, students are expected to complete a current event article related to this course or an event(s) occurring within the criminal justice system. Student MUST be ready to share with the class 2 to 3 minutes of their views related to the chosen article. Articles can be found in a newspaper, online newspaper source, Time.com, USA Today, The New York Times and etc. *(Please ensure to complete your current events prior to class or you will receive a ZERO.)*
Your grades are based on the following:
(Student are graded on a 100 point system)
Attendance and class participation 10%
Essay 5%
Quizzes (TBA) 10%
QEP Assignments (1, 2, & 3) 30%
Weekly Articles (CE) 5%
Exams (3X) (Test #1 10%, Mid-term 15%, Final Exam 15%) 40%

TOTAL POINTS: 100%

Grading Breakdown:
90% or above = A
80% - 89% = B
70% - 79% = C
60% - 69% = D
59% or below = F

I DO NOT ROUND GRADES UP AT THE END OF THE SEMESTER (e.g., 88 or 89 to a 90). Please do not ask me to do so!

Important dates

Tuesday, January 15, 2019 - Essay Due
Tuesday, February 5, 2019 - Exam # 1
Thursday, February 7, 2019 - QEP Assignment 1
Tuesday, March 12, 2019 - QEP Assignment 2
Thursday, March 21, 2019 - Exam # 2 (Midterm Exam)
Tuesday, April 18, 2019 - END-OF COURSE QEP - Written Assignment 3
Tuesday, April 30, 2019 - Exam # 3 (Final Exam)

Deviation of Course Syllabus:
The instructor has the right to deviate from the course syllabus at any time. This is usually done to the benefit of the students. Student will be advised of any deviation(s) and collectively will make adjustments to the course requirements.

Make-up Exams/Assignments

Your absence will be excused if the Director of the School of Justice approves your emergency documentation. In short, truly exceptional circumstance (e.g. the sudden death of a family member(s) must exist before you will be allowed an excused absence. What are examples of excused absences?
- A doctor’s/hospital visit with documentation
- Court/jury duty with documentation
- Military training/deployment with documentation

ASSIGNMENTS: All assignments MUST be submitted on the due dates. You may also submit your assignments before the due date through permission.
- Late work will not be accepted.
- I reserve the right to make exceptions to this policy.
EXAMS: If you are going to be absent for an exam, you must receive prior approval to retake the exam; or, if an emergency arises and you are not able to take the exam, you must provide documentation. One letter grade will be deducted from the test score of exams taken after the test date.
- It is your responsibility to make arrangements with me to make up the exam.
- I reserve the right to not allow students to retake an exam.

> Any in-class group assignments cannot be made up. Grades for in-class assignments are only awarded to students who are in class on the day of the assignment.

Class Policies and Methodology

Attendance: This course requires attendance. Attendance will be taken at each class meeting and is expected of each of you. You earn points for attending and participating in class (see above). You are reminded that after four (4) consecutive unexcused absences, you will be dropped out of class without any notice.

Tardiness: Each student is expected to arrive on time. Class starts at 9:50 a.m. sharp! Five (5) tardies or leaving class early will be counted as one (1) absence.

Electronic Device Use: Please refrain from using any electronic device during class. If you must make an emergency call, please step out of the classroom.

E-mail Policy: Papers need to be printed and turned into me. No papers will be accepted through e-mail unless instructed by me. You may e-mail me specific questions that cannot be handled during office hours.

Professor's Expectations: You will be expected to take a key role in your learning experience. You will read the textbook, attend class, participate in discussions, write the research paper, and take both the midterm and final exam. Your exams will be based on class discussions/lectures.

Your reading assignments. If you miss a class, please get information about covered material from one of your colleagues in the class.

Methods of Instruction: Lectures and Discussions are based on textbook.

College Policies

ATTENDANCE REPORTING: Federal guidelines require that the faculty now report student attendance. Students who have never attended class will be withdrawn prior to the withdrawal date. If a student has attended class and wants to withdraw, they should do so before the withdrawal deadline. If you have attended class but do not complete any assignments and stop attending, you will receive a grade of F. If you complete an assignment and stop attending, you will receive a grade of F.

ACADEMIC HONESTY (Plagiarism): Each student is expected to do their own work. Cheating WILL NOT be tolerated. This includes, but is not limited to, collaboration on exams and plagiarized papers. The first incidence will result in a grade of zero for the assignment. A second occurrence will result in a failing grade for the class, removal from the class and possible additional sanctions as determined by the Dean of Students. This includes claiming another student’s work as one’s own, and using publish work without proper citations. You are expected to conduct yourself professionally at all times. Refrain from using vulgarities or discriminating terms. Please refer to the College’s Code Conduct which is available at http://www.mdcc.edu/pdf/procedures
Available Services:

**Writing Center**

Building: D    Room: D-203

(305) 237-6720

The department will assist you revise and edit your paper. Also, they are a great resource for questions regarding grammar, structure, and APA format. If you are not the best writer, please stop by the center for additional help with your Term Paper.

E-mail: Writingcenter.North@mdc.edu

Recommended sites for Writing/Grammar Help:


Test Taking Skills:

http://www.mdc.edu/north/english/testtakingskills.asp

**Access Department**

Building: A    Room: 201

(305) 237-6360

The Access Department is available to students with documented disabilities who qualify. They can receive such services as tutoring, note-taking, interpreting, technology, training and other assistance as they may need.

_I WANT YOU TO BE SUCCESSFUL IN YOUR ACADEMIC ENDEAVORS IN THIS COURSE. TO THAT END, I AM ALWAYS AVAILABLE TO ASSIST YOU. I ENCOURAGE YOU TO TALK TO ME BEFORE A SIGNIFICANT ISSUE ARISES, BUT THAT IS NOT ALWAYS SO. PLEASE FEEL FREE TO E-MAIL ME AT ANYTIME. IF YOU ARE EXPERIENCING DIFFICULTIES AND/OR THINKING OF THE WORST... BEST WISHES TO YOU FOR AN EXCELLENT SEMESTER HERE AT MDC._
ADDENDUM ON TERM PAPER/PROJECT AND READING OF COURSE SYLLABUS

"STATEMENT"

CCJ-1020- Introduction to Criminal Justice

Spring (2019) MDC

Please print, sign and return this page to me.

Acknowledgement of class syllabus for CCJ-1020 (Introduction to Criminal Justice)

I, ______________________, the undersigned, hereby acknowledge the receipt of the class syllabus for the Introduction to Criminal Justice (CCJ-1020) course on ______________________ 2019.

I have read and understood the syllabus for the aforementioned course and:
I further states that:
1. The assignments required in this class will be my own original work,
2. I will not copy, borrow or buy any portion of the term paper/project,
3. I will not submit a term paper/project for any other colleges/universities, unless I have advised both professors of the dual submission,
4. I will not submit a term paper that I have submitted in another class unless I received verbal or written permission to use such or a portion thereof for the term paper in this class;
5. In any event I violate this statement; I may be subject to penalties ranging from academic discipline by the professor of this course (being given an “F” for the entire class or said assignment, or my grade may be lowered by the professor of this course.) Furthermore, I understand that may also be subject to other penalties from Miami-Dade College.

Signature & Last four digits of MDC ID number

Telephone: ______________________